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ABSTRACT

A major change which has taken place in Singapore is the introduction of full-time teacher training programs to replace part-time programs. This study compared characteristics and motives for teaching of full-time students admitted into the teacher education program in 1981 with those of part-time students of the late 1960s. A background of the study is presented, including details on general social conditions in Singapore, education-related conditions, studies of teacher characteristics, social origins of teachers, and motives for teaching. Study methodology described include study population and respondents (N=491, 87 percent of population), the 2-part questionnaire examining background information and motives for teaching, and data collection and analysis. Among results discussed in this report are: (1) family occupational background of teacher education students; (2) teaching experience; (3) age when career choice was made; (4) guidance sought im making career choice; (5) firmness of career choice; (6) relatives with teaching backgrounds; and (7) influences affecting career choice, including working with children, financial difficulties, alternatives to teaching careers, vacation possibilities, challenge of teaching, and interest in teaching. The questionnaire and a bibliography are included. (CJB)

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Institute of Education
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Student-Teachers' Backgrounds and Motives for Teaching: A 1968 - 1981 Comparison

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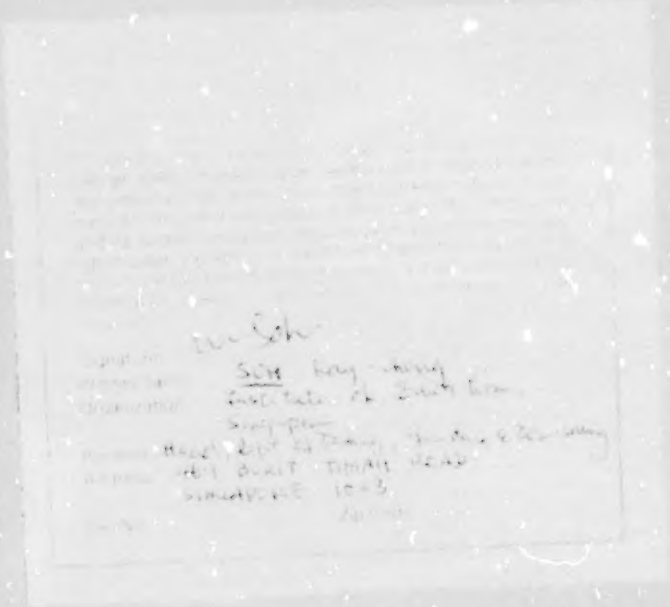
Occasional paper no. 11

By Soh Kay-Cheng

STUDENT-TEACHERS' BACKGROUNDS AND MOTIVES FOR TEACHING

A 1968 - 1981 Comparison

SOH Kay Cheng



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FOREWORD

It is said that the only feature of permanence in Singapore is change. Very certainly the Singapore of to-day bears little resemblance to the Singapore of 1965 as a result of all the changes that have taken place. Along with very tangible changes that have taken place physically, fiscally and socially there have been changes, perhaps less obvious, occuring in the education scene. Since the educational metamorphosis is less obvious, but no less significant, it is all the more important that it should be documented. If we do not know where we have come from, how shall we know where we are going to?

The author of this study, Mr Soh Kay Cheng has documented the motives of trainee-teachers as expressed in 1965 and 1981. He assisted Dr Lau Wai Har in the 1965 study Why Teach? A Study of Motives for Choosing Teaching as a Career, and is the principal mover in the 1981 survey. (Dr Lau Wai Har subsequently held the post of Director/Institute of Education from 1976 to 1979.)

The task of documenting is an immense one that will challenge educationists and historians for many years. I hope this Occasional Paper will motivate other research workers to engage in the process of documentation in other areas of education as well. Documentation is laborious, not glamorous, but it is an important component for an understanding of our educational and societal changes. I congratulate the author for his contribution towards this understanding process.

Tan Wee Kiat
Head,
School of Advanced Studies
Institute of Education
Feb 1983

PREFACE

"To win all games, know your opponents and yourself."

--- a Chinese proverb

In teacher education programme, especially those of initial training, students are helped to acquire knowledge of their future pupils, albeit ~~in~~ at a very general level, through the study of relevant topics in developmental psychology and sociology. The tacit assumption is that, with such knowledge and understanding, the young teachers will find it easier to win the game in the classroom, so to speak.

By the same token, teacher educators who know the backgrounds, experience and motives of students, as a group if not as individuals, may be able to find themselves more understanding, their students more amicable, and their job more rewarding.

My interest in the students' characteristics and motives for teaching dates back to the late 1960's. It was at that time when Dr Lau Wai Har (then, Vice-Principal of the now disbanded Teachers' Training College and later the Director of the Institute of Education) guided a group of interested colleagues of mine to learn educational research the practical way - doing it. We put in whatever extra time and effort we could marshall, in between lectures and supervision and over weekends, during a period of vast expansion in teacher training. The project resulted in the monograph Why Teach? which took no less than twelve group members about three years to produce. This may serve as a classic example to show how difficult and frustrating it is to do 'part-time' research with insufficient facilities.

Since then, many changes have taken place within and outside education in Singapore and one major change is the introduction of full-time training programmes in the Institute to replace the part-time ones. When Dr Tan Wee Kiat (Head, School of Advanced Studies) and I talked about this, we felt that a comparison of the two batches of students separated by such a long period of time of about one and a half decades should be interesting and useful to those of us who are concerned with the education of teachers. Hence, this study was undertaken.

The present study does not pretend to contribute anything significant to the theory of career development of teachers, an area fraught with conceptual and technical problems. The aim is to suggest a framework with which the process of becoming a teacher may be better undertstood. Needless to say, the usefulness of the information presented here depends to a large extent on the purposes it is to be used for.

I am indebted to Dr Sim Wong Kooi (Director, Institute of Education) for his approval to publish this report; to Dr Tan Wee Kiat for his advice and encouragement; to Mr Chuah Toh Chai (Lecturer, Comparative Studies) for his comments on the draft report; and to our students whose co-operation made the study possible.

Soh Kay Cheng

Feb 1983

CONTENTS

		Page
	Foreword	
	Preface	
	Abstract	
	List of tables and Figure	
1	Introduction	1
2	Background of the study	3
	General conditions	4
	Conditions in education...	5
	Studies of teacher characteristics	8
	Social origins of the teacher	9
	Motives for teaching	9
3	Method	12
	The respondents	12
	The questionnaire	14
	Data collection and analysis	15
4	Results	17
	Graduates	18
	Female graduates	23
	English Medium female respondents	27
	English Medium graduates	30
	English Medium female non-graduates	32
	English Medium male non-graduates	34
	Female respondents	36
5	Discussion and conclusion	42
	Bibliography	58
	Appendix - The questionnaire	61

LIST OF TABLES

Page

Table

1 Conditions in education 1966-80 7

2 Populations and respondents 13

3 Comparisons in family backgrounds of grandates in the two studies 20

4 Comparisons in antecedent factors between graduates in the two studies 21

5 Comparisons in firmness in decision between graduates in the two studies 22

6 Female graduates (English and Chinese) in the two studies 25

7 Comparisons between female graduates in the two studies 26

8 English Medium female respondents in the two studies 28

9 Comparisons between English Medium female respondents in the two studies 29

10 Comparisons on motives for teaching between English Medium graduates in the two studies ... 31

11 Comparison on motives for teaching between English Medium female non-graduates in the two studies ... 33

12 Comparisons on motives for teaching between English Medium male non-graduates in the two studies ... 35

13 Compositions of 1981 and 1968 female respondents... 39

14 Comparisons on motives for teaching between female respondents in the two studies 40

Figure

Differences in motives for teaching between female respondents in 1981 and 1968 studies 41

1 INTRODUCTION

The need for a knowledge base of teachers for what can and need be done for teachers so that they can become effective and satisfied teachers has been succintly enunciated by McNergey (1981), thus:

> "Knowledge of the characteristics of teachers is important to teacher educators for three reasons. It provides a foundation upon which teacher educator can diagnose personal needs and abilities; it offers a guide for ways to support teacher; and it helps to select teacher development objectives that focus on short-term and long-term personal growth."

By this token, a knowledge base of student-teachers is even more important as they, being younger and less mature, will need more guidance and support to become full-fledged teacher.

As social and economic conditions change, education is expected to keep pace with them. One of the important changes introduced in the Singapore scene is the replacement, in 1980, of the part-time by full-time programmes for teacher education at the Institute of Education. It is expected that the full-time programmes will be able to permit more intensive interaction between the students and the lecturers, more on-campus study, less physical strain and greater commitment on the part of the students. It is envisaged that the full-time programmes will allow students to concentrate on their study of education and learning how to teach through a more thorough grounding in theory and practice. These

should produce teachers who are more adequately trained and hence more effective.

A study addressing itself to questions pertaining to the characteristics of students who have signed up for the full-time programmes has been reported (Soh, 1982a). The report presents information of the full-time students' personal, academic, and family backgrounds; their work experience and other antecedent factors such as age of decision, consultation before decision, initiating and decisive incidents, and motives for teaching. A subsequent study (Soh, 1982b) compares the females students in the Diploma and the Certificate programmes on their characteristics and their evaluation of the teaching practice experience and what they thought of teaching as a career in the future.

The present study attempts to compare the full-time students who were admitted into the programmes in 1981 with part-time students of the late 1960's with regard to their characteristics and motives for teaching, with due reference to conditions in the nation and in the system at the two points in time.

2 BACKGROUND OF THE STUDY

The years around 1980 saw several important measures taken with regard to education in Singapore with the publication of the Report on the Ministry of Education (Goh, 1978). In 1979, pre-primary education which hitherto had been outside the formal system of education here was incorporated into the system for the first time to give an early start in language learning with some 5000 five-years-olds attending pre-primary classes. This generated the need to mount a training programme for pre-primary teachers in the Institute in late 1978. In the same year, nine established Chinese secondary schools were selected under the Special Assistance Plan of the Ministry of Education with the aim to develop effective bilingualism among the more capable pupils and to preserve the well-valued tradition of the schools. In 1980, the New Education System (Primary) was first implemented beginning with Primary I. In the same year, full-time teacher education programmes were introduced at the Institute to replace the previous part-time ones for more effective preparation of teachers at both the primary and secondary levels. In 1981, the New Education System (Secondary) was implemented beginning with Secondary I.

At such a time when changes in education and teacher education that would have long-term effects on the nation were taking place, this study was undertaken. In order to provide a contrast, relevant information within and outside education will be highlighted in the following sections. The information will give a bird's-eye view of

the changes in the conditions that have taken place over the decade in the national and educational scenes.

The year 1966 was chosen as the focus point. In this year, one year after the Republic had gained its full sovereignty, the first national seminar was convened. The "Education and National Building" Seminar was opened by the Prime Minister and closed by the Minister of Education. The participants were 700 school principals, teacher educators, inspectors of schools, representatives of teacher unions, and Ministry officials. The Seminar mapped the areas of development of education in the context of a new independent nation and gave those who worked in education a clear direction towards which their efforts were to be concentrated. Of relevent to the present study is that a study of motives for teaching among Singapore teachers (Lau et al., 1968) was undertaken. This study provides information that enables a comparison to be made to see if there have been any concurrent changes in the teachers themselves against the background of changes at the national level.

General Conditions

Information pertaining to the conditions at the national and system levels has been gleaned from Teaching as a Career (Ministry of Labour, 1964), Singapore 1966 (Ministry of Culture, 1967) and Singapore 80 (Ministry of Culture, 1981). Not all figures given in the yearbooks are for the current years though the latest available information is given therein.

Over the period 1966-1980, the nation's population increased by 22.1% from 1,934,400 to 2,363,700 and during the same period the housing development project gained momentum with the proportion of

the population in HDB flats increasing from 24.4% in 1966 to 64.0% in 1978/79.

In terms of the economy, the per capita GNP was $2189 in 1966 and that for 1978 was $5982. This represented an increase of 173.3% for a twelve-year period. In the same period, TV/radio licences taken out increased from 83944 in 1966 to 183120 in 1979, an increase of 118.2% for a period of thirteen years.

All these indicated the rapid growth of the nation as a whole and the concomitant changes can be expected to have effects on education and hence teacher education.

Conditions in Education

In 1966, there were 526 Government and Government-aided primary and secondary schools with a pupil population of 493,439 primary, secondary and pre-university pupils. This represented 25.5% of the national population. In 1980, there were 499 Government and Government-aided primary and secondary schools and junior colleges, with a pupil population of 480,209, representing 20.3% of the national population. The decrease of 2.7% in pupil population and 5.1% in the number of schools were due mainly to the success of the population control policies and the shift from primary to secondary schooling as the children grew. As a matter of fact, during the same period, the population of primary pupils decreased by 17.3% where the population of secondary pupils increased 39.0%. As the size of a secondary school is normally larger than that of a primary school, the decrease in the number of schools is consistent with the trend of the movement of pupils as the years passed by. Moreover,

some schools, largely primary schools, with very small enrollments and less desirable physical conditions were replaced with better and larger school buildings or phased out.

The statistics in Table 1 shows some of the changes in education over the decade or so which can be expected to have implications for the teaching force. The changes in the ratios of pupil population, teaching force and in teach-pupil ratio of course only reiterate the shortage of secondary teachers which has been of concern over the years to the authorities, although the number of primary teachers increased by 11.5% and that of secondary teachers increased by 37.5% for the period 1966-80. It is also interesting that the male-female ratio from primary teachers is at present slightly less than 1:2 while that for secondary teachers is close to 1:1.

In terms of government expenditure on education, for the period 1966 to 1980, there is an increased of 277.8%, obviously reflecting a rapid expansion in education over the years. In the mean time, the GNP per capita has grown by 173.3% from 1966 to 1978, suggesting that education has had a greater share of the nation's economic benefits.

As for teachers' first salaries, when those for 1966 are compared with those for 1980, there is an increase of 88.6% for teachers wth Dip Ed (Honours), 122.2% for those with Dip Ed (Pass Degree), 68.5% for those with Cert Ed ('A' Level) and 77.6% for those with Cert Ed ('O' Level). In brief, teachers with a Pass Degree has had the greatest increase in their initial salary when compared with their 1966 counterparts.

Table 1: CONDITIONS IN EDUCATION 1966-80

	1966	1980
Pupil Population		
Primary: Secondary	3:1	3:2 (slightly more)
Teaching Force		
Primary: Secondary	2:1	3:2 (slightly less)
Teacher-pupil Ratio		
Primary	1:30	1:27
Secondary	1:23	1:23
Government Current Expenditure		
On Education	124.1 millions	468.9 millions
Teacher's Starting Salary*		
	$	$
Dip Ed (Honours)	755.00	1424.00
Dip Ed (Pass Degree)	500.00	1111.00
Cert Ed ('A' Level)	383.50	646.00
Cert Ed ('A' Level)	312.00	554.00

* In May 82, the salaries of the Education Service were revised to bring them up to a level comparable to other professional services. The Senior Education Service was also introduced for professional officers discharging duties at a higher level as vice-principals, principals, and those in the Ministry of Education. In the context of this study, this revision of salary scales could not have influenced the respondents' responses as the study was carried out before the revision, though they will certainly benefit from it in the long run.

Studies of Teacher Characteristics

The study of teacher characteristics has a long history of no less than half a century. Three themes stand out distinctly in studies in this respect: personal qualities of effective teachers, social origins of the teachers and motives for teaching. For the first theme, the monumental work is Characteristics of Teachers by Ryan (1960). Studies more specifically dealing with teacher personality were reviewed by Getzels and Jackson (1963). Studies of the relationships of personality source traits as measured by the Sixteen Personality Factors Questionnaire and teacher effectiveness reported between 1954 and 1980 has recently been summarised (Soh, 1981).

Studies on social origins and motives of teaching dated back as early as the 1930's (Austin, 1931; Valentine, 1934). There was in the post-War years a revived interest in motives for teaching (Thudhope, 1944; Grant, 1950; Lau, 1961; Lau, 1964) and two extensive reviews of studies up to 1960 are to be found in Evans (1961) and Allen (1963). More recent studies are those by Davis and Yamaoto (1968) and Ashley (1970). Of late, there has been a renewed interest in the United States (Lortie, 1975; the National Education Association, 1976; Lewin and Associates, Inc., 1978; Dworkin, 1980).

In the Singapore scene, the one and only study of motives for teaching together with some other aspects of teacher characteristics is by Lau et al. (1968).

Social Origins of the Teacher

Teachers as a group come from a wide range of socioeconomic backgrounds, though teaching has been characterized as a typical middle-class occupation which also serves as a mechanism of upward social mobility for the educated young people with lower-class background (Lortie, 1975).

Recent studies in the United States, however, found the proportion of teachers with higher socioeconomic backgrounds on the increase. National Education Association's (1976) data reveal a slight increase in the percentage of teachers with professional and semi-professional family backgrounds. Dworkin (1980) found greater number of young white (but not black and Chicano) teachers who came from families of professional or technical occupations.

As for Singapore teachers, Lau et al. (1968)* reported that among the more than two thousand teacher-trainees of all courses and language media, 80.5% were from the middle-class and below, with 55.9% from the lower-class and working class. When the two sexes were analyzed separately, there was a slightly greated proportion of teacher-trainees with middle-class background among the females.

Motives for Teaching

Why do teachers choose teaching as their career? The general findings of the earlier studies show that teachers of various

---

* In the study, Upper-middle Class include lawyer, company director, doctor, and chartered account; Middle Class include merchant, teacher, chemist and librarian; Lower Class include clerical worker, housewife, saleman, and shopkeeper; and Working Class include police constable, postman, driver, and domestic servant.

training programmes chose to teach for fondness of children and the desire to help the young people. These motives were followed by such motives as interpersonal influence of some kinds and certain financial or circumstantial conditions. Lau et al. (1968) found among Singapore teacher-trainees a similar tendency. In this study, the two most popular reasons given were "To render service to society" and "The opportunity to further education" for both sexes; but for females alone, the two most popular motives are "Fondness for Children" and "Teaching is suitable for women".

In spite of the social and economic changes that have taken place over the years and the concomitant effects on life styles and social structures, motives for teaching do not seem to have changed perceivably. For example, in a recent survey (Lortie, 1975) no less than 76.5% of the six thousand teachers involved indicated as their motive "The opportunity to study, plan, and master classroom management, to 'reach' students and to associate with colleagues and children"; 11.9% indicated as their motive "The salary and respect received and the position of influence"; and, 11.7% chose to teach for "The economic security, time, freedom from competition, and appropriateness for people like me". Moreover, the National Education Association's (1976) study shows the desire to work with young people heading the list of nine reasons for becoming a teacher in both the 1971 and the 1976 samples; this motive was endorsed by about one-third of the teachers surveyed. Next in importance were "Interest in the subject-matter field" and "Value or significance of education to society".

Webb (1981) concisely summarizes the situation with regard to the teachers' social origins and their motives for teaching thus:

> "Teachers are not cut from the same cloth. They come to the profession from varied backgrounds and have myrid a motives. If they share any single characteristic, it is that <u>they want to work with the young</u> and through that work <u>make a contribution to society</u>... A number of secondary motives are also at work in teaching. Although these receive less attention, they have a significant effect on who becomes a teacher and whether or not he or she stays in the classroom." (p. 194, emphasis added).

3 METHOD

The Respondents

As on February 1981, there were 568 students in the various full-time programmes at the Institute. Table 2 shows the distribution of 562 of these students, as six male students in the Dip Ed (Chinese) programme were excluded from the study since they formed too small a group.

The Dip Ed students are graduates who were being prepared for teaching their specialized subjects in the secondary schools and junior colleges. At the time of data collection, these students were three-quarter through their training and had teaching practice for ten weeks in the schools.

The Cert Ed students are non-graduates following various two-year programmes with different emphases - teaching pre-primary and lower primary classes, teaching Tamil, and general training. At the time of data collection, these students had teaching practice in the schools and were in the fourth term of the first year.

Table 2: POPULTION AND RESPONDENTS

	Female				Male		
	Dip Ed English	Dip Ed Chinese	Cert Ed PPLP	Cert Ed Tamil	Dip Ed English	Cert Ed General	Total
Population size*	192	54	190	37	43	46	562
No. of respondents	173	45	167	23	37	46	491
% of population	90	83	88	62	86	100	87

* Enrollment as on February 1981 excepting six male respondents in the Dip Ed (Chinese) programme.

The Questionnarie

The questionnaire used in this study was adapted from Lau et al (1968). There are two sections in the questionnaire: Section A - Background Information; and, Section B - Motives for Teaching. (Appendix A)

Section A comprises questions on the respondents' training programme, sex, race, age, highest academic qualification, father's occupation, mother's occupation, teacher in family, work experience, age of decision to teach, antecedent and decisive incidents recalled, and consultation before making the decision. These information were considered as essential for the profiles of the respondents and an insight into the pre-conditions of motivation significance.

Section B lists thirty items of motives or reasons which the respondents might have for choosing teaching as a career. With the exception of Item 9, 10, and 23, the remaining twenty seven items were taken verbatim or paraphrased from the list in the earlier study mentioned above. In the present study, the thirty items of motives for teaching are grouped under six broad categories, each with five items, thus:

(a) Altruistic Motives

Service to society, Like children, A noble profession, Help develop the younger generation, and Help solve teacher shortage

(b) Interpersonal Influences

Influenced by relatives, Influenced by teachers, Influenced by friends, Parental wish, and Admiration for teacher

(c) Self-actualization

To realize potential, Like to teach, Suits temperament, To further education, and Fulfilling ambition

(d) Intrinsic Nature of Teaching

An interesting job, A challenging job, Prefer to work with children, Learn more about children, and Variety of activities

(e) Financial and Circumstantial Reasons

Had no alternatives, Drifted into teaching, Stop-gap, Good salary, and Financial difficulty

(f) Fringe Benefits

Security, Convenience after marriage, Spare time, Long vacation, and Short working hours

Data Collection and Analysis

The questionnaire was administered to the respondents toward the end of the Diploma programme and the end of the first year of the Certificate programme. By that time, the respondents had had a period of teaching practice in the schools for ten weeks.

Profiles and motives for teaching of the seven groups of students have been reported earlier (Soh, 1982a) and a comparison between female Diploma and Certificate students in the English Medium has been made (Soh 1982b). The present study is to ascertain the differences in backgrounds and motives for teaching between the respondents here and those in the study by Lau et al. (1968). Due to the differences in the composition of the population and the manner in which information

was organized in two studies, comparisons were possible for certain questions and certain groups only. This entailed the re-organization of information or re-constitution of groups for comparison where feasible.

4 RESULTS

By re-organizing the information available in the 1968 study and, when necessary, re-constituting the responses of the 1981 study, comparisons between the two groups, with a span of more than ten years separating them, were possible for certain aspects.

First, there were the comparisons on family background, antecedents and firmness in decision for the following groups in the two studies:

(a) Graduates including male and female graduates in the English Medium and the Chinese Medium

(b) Female Graduates including those in the English Medium and the Chinese Medium

(c) English Medium Female Respondents including graduates and non-graduates

Secondly, comparisons on motives for teaching were made for the following groups of the two studies:

(a) English Medium Graduates including male and female graduates
(b) English Medium Female Non-Graduates
(c) English Medium Male Non-Graduates
(d) Female Respondents including non-graduates, largely, and graduates in the English Medium and the Chinese Medium

Admittedly, such a strategy of comparison may not be as neat and rigorous as one would like it to be. The re-search of past information for comparison with current information should render some interesting and significant findings though.

Graduates

Comparisons were made between graduates as a whole in the two studies on these aspects: family background, antecedents, and firmness in decision. It is however necessary to point out that there was an obvious female preponderence in the 1981 group of graduates whereas there was a better balance between the sexes in the 1968 group of graduates. Moreover, in the 1981 group, male respondents from the English Medium but not from the Chinese Medium were included. For these reasons, the findings would have to be taken with some caution.

Family Background Although category names for the various occupations are different in the two studies, inspection of the occupations under each broad category will show a high degree of similarity in the classification. The two groups of graduates were compared in terms of three broad categories of occupation on the basis of the father's occupation. As shown in Table 3, proportionally there were more respondents from professional families and also from families of skilled, semi-skilled and unskilled workers in the 1981 group of graduates; conversely, there were more respondents from families with para-professional background in the 1968 group. In short, the social origins of the 1981 group was rather different from those of the 1968 group, indicating that teaching has become less a middle-class phenomenon where the 1981 group was concerned. This is true for the two sexes considered separately as well as combined.

Antecedents As shown in Table 4, there are conspicuous differences in the proportion of respondents in the two studies who had teaching experience before admission to the training programmes.

While 56.9% of the 1981 group of graduates gave private tuition and 66.3% were relief teachers, the correspondent figures for the 1968 group of graduates were much less, 2.8% and 23.5% only.

There are also obvious differences between the two groups in age of decision, since both English Medium and Chinese Medium respondents of the 1981 study mentioned younger ages for their decision to teach. It appears that the respondents in the 1981 study decided to teach at the time when they were completing the A-Level (English Medium) or Secondary IV (Chinese Medium) whereas those in the previous study did so after the university (English Medium) or Senior Middle III (Chinese Medium).

There is however no difference between the two groups of graduates in the proportion of those who sought guidance for making the decision to teach.

Firmness in Decision As shown in Table 5, there were differences in firmness in decision between male graduates in the English Medium of the two studies and also between graduates as a whole in the English Medium of the two studies. As there was no difference for female graduates in the English Medium, such differences could be said to be largely a male phenomenon where English Medium graduates were concerned. Moreover, there was no difference between female graduates in the Chinese Medium of the two studies. Thus, it may be concluded that, irrespective of language medium, female graduate in the 1981 and 1968 studies were equally firm in their decision but 1981 English Medium male graduates were more firm in decision to teach when compared with their 1968 counterparts, with about two-thirds of the former and only one-quarter of the latter indicating firmness in decision.

Table 3: COMPARISONS IN FAMILY BACKGROUNDS OF GRADUATES IN THE TWO STUDIES

Father's occupation	1981 Study			Parent's occupation[b]	1968 Study		
	Male[a] N=35	Female N=197	Both N=232		Male N=86	Female N=60	Both N=146
Professional	5.7	15.7	14.2	Upper middle	-	5.0	2.1
Para-professional	25.7	33.0	31.9	Middle	48.8	68.3 ~~58.3~~	56.9
Others[c]	68.6	51.3	53.9	Others[d]	51.2	26.6	~~41.9~~ 41.1

Notes:

a. English stream only

b. For occupational groups, see footnote on page 9.

c. Including Lower Middle and Working groups.

d. Including Skilled, Semi-skilled, and Unskilled groups.

chi-squares

For male $X^2 = 9.411$, df 2, $p < .01$

For female $X^2 = 24.047$, df 2, $p < .001$

For both sexes $X^2 = 30.359$, df 2, $p < .001$

Table 4: COMPARISONS IN ANTECENDENT FACTORS BETWEEN GRADUATES IN THE TWO STUDIES

Variable	Comparison group	1981 Study	1968 Study	X^2
Private tuition	Graduates[a] (255:179)[b]	56.9%	2.8%	135.949*
Relief teaching	Graduates (255:179)	66.3%	23.5%	77.162*
Age of decision (Mean)	English Graduates (192:84?)	17.1 yrs	22.2 yrs	-
	Chinese Graduates (22:95?)	13.8 yrs	19.3 yrs	-
Consultation	Graduates (88:42)	32.6%	3.5%	NS

a In the 1981 study, there was no male graduate in the Chinese stream.

b Figures in brackets are group sizes of the comparison groups in the 1981 and 1968 Studies, respectively.

* df 1, $p < .001$

NS Not significant

Table 5: COMPARISONS IN FIRMNESS IN DECISION BETWEEN GRADUATES IN THE TWO STUDIES

Comparison groups	1981 Study	1968 Study	X^2
Male English Graduates (37:47)	64.9%	27.7%	11.628**
Female English Graduates (173:37)	57.8	56.8	NS
Female Chinese Graduates (45:32)	77.8	90.6	NS
Male and Female English Graduates (210:84)	59.0	40.5	8.324*
Female English and Chinese Graduates (218:69)	61.9	72.5	NS
Graduates[a] (255:116)	63.4	54.3	NS

a There were no male Chinese graduates in the 1981 Study.

** df 1, $p < .001$

* df 1, $p > .01$

NS Not significant

Female Graduates

As pointed our earlier, there was an obvious female preponderence in the 1981 group of graduates as compared with the 1968 group. Since females are going to be the majority of the younger generation of secondary teachers, should this trend continue in the future (and, this seems rather likely), it is interesting to compared them with their counterparts of the previous study. In order to off-set the possible bias due to the difference in proportion of graduates in the two language media, from the 1981 group, 37 English Medium and 32 Chinese Medium respondents were randomly selected to make up a group representing the 1981 sample with the same proportion in language medium as that of the 1968 group. (Table 6) Comparisons were then made on family backgrounds, antecedents, and firmness in decision.

Family Background As shown in Table 7, when respondents from the two language media were combined, the 1981 group of graduates had more from professional families as well as from families of skilled, semi-skilled, and unskilled worker. Conversely, the 1968 group had more from para-professional families. This suggests that unlike in the past, teachers have come from a wider cross-section of the socioeconomic groups. Between these two groups of graduates, there was no difference in the proportion of respondents who came from family with a teacher.

Antecedents Much greater proportion of the 1981 group of graduates gave private tuition and worked as relief teachers before admission to the Institute. They also decided to teach at a younger age, at the time when they completed Secondary IV as compared with at

the time of completing university education of the 1968 group. However, the proportion of respondents who sought guidance for making the decision was much greater for the 1968 group than the 1981 group. This suggests greater independence enjoyed by the latter group in making an important decision.

Firmness in Decision There is no difference between the two groups of graduates in their firmness in decision; somewhere around two-thirds in each group indicated firmness in their choice.

Table 6: FEMALE GRADUATES (ENGLISH AND CHINESE) IN THE TWO STUDIES

Stream	1981 study*		1968 study	
	N	%	N	%
English	37	53.6	37	53.6
Chinese	32	46.4	32	46.4
Total	69	100.0	69	100.0

* To form a proportionate composite group for comparison, the respondents in this group were randomly selected for Dip Ed, English and Chinese streams.

Table 7: COMPARISONS BETWEEN FEMALE GRADUATES IN THE TWO STUDIES

Variable	1981 Study N=69	1968 Study N=69	χ^2
socio-economic status			
Professional/Upper Middle	17.0	5.0	
Para-professional/Middle	32.2	68.3	16.09**
Others[a]	50.8	26.7	
Teacher in family	34.8	43.5	NS
Teaching experience			
Private tuition (months)	56.5(24)	5.8(-)[b]	41.38**
Relief teaching (months)	71.0(9)	18.8(-)[b]	37.96**
Age of decision			
Age (median)	16.2 yrs	20.7 yrs	8.27*
Respondents recalled	47.8	89.9	-
Consultation for decision	15.9	36.2	7.37**
Firmness in decision	63.8[c]	72.5	NS

Figures in table are percentages of respective group size, unless otherwise specified.

** $p < .001$ * $p < .05$ NS Not significant

Notes: (a) For 1981 study, 'Others' here include only the Skilled, Semi-skilled, and Unskilled groups; the actual group size is 59. For 1968 study, 'Others' here include only the Lower Middle and Working groups; the actual group size is 60.

(b) Information not available.

(c) Includes respondents who indicatd that they would 'definitely' or 'likely' to choose teaching again.

English Medium Female Respondents

From the 1968 study, information pertaining to family background, teacher in family, antecedents, age of decision, and firmness in decision was available for English Medium female respondents. These include those in the General Cert, Commercial, High School Cert, and Dip Ed programmes, total 611, with 93.9% non-graduates and 6.1% graduates. For the purpose of comparison, from the 1981 group of respondents, 11 English Medium Dip Ed respondents were randomly selected and then combined with the whole groups of respondents in the Cert Ed PPLP to make up a comparison group of 178, thus maintaining the ratio between non-graduates and graduates as that of the 1968 group. (Table 8)

Family Background As shown in Table 9, there was a difference in family background in terms of father's occupation between the two groups. There were 5.8% more respondents in the 1981 group coming from families of professional and 7.8% less from families of para-professionals, when compared with the 1968 group. Meanwhile, there were 6.9% less respondents in the 1981 group having family members who were teachers.

Antecedents The difference in teaching experience before admission to the training programmes is conspicuous. While 59.6% of the 1981 group gave private tuition and 47.2% had been relief teachers, only 3.9% of the 1968 group gave private tuition and 16.9% had been relief teacher.

With regard to age of decision, consultation before decision, and firmness in decision, no difference has been observed between the 1981 and the 1968 groups.

Table 8: ENGLISH MEDIUM FEMALES RESPONDENTS IN THE TWO STUDIES

Qualification	1981 Study			1968 Study		
	Programme	N	%	Programme	N	%
Non-graduates	Cert Ed, PPLP	167	93.8	General Cert	500	93.9
				Commercial	7	
				High Sch Cert	67	
Graduate	Dip Ed, English	11*	6.2	Dip Ed, English	37	6.1
Total	-	178	100.0	-	611	100.0

* To ensure a proportionate composite group for comparison, these were randomly selected from Dip Ed, English.

Table 9: COMPARISONS BETWEEN ENGLISH MEDIUM FEMALE RESPONDENTS IN THE TWO STUDIES

Variable	1981 Study N=178	1968 Study N=611	χ^2
socio-economic status			
Professional/Upper Middle	10.4	4.2	
Para-professional/Middle	32.4	40.2	10.461**
Others[a]	57.2	55.6	
Teacher in family	25.8	32.7	3.05*
Teaching experience			
Private tuition (months)	59.6(14)	3.9(-)[b]	309.892***
Relief teaching (months)	47.2(5)	16.9(-)[b]	70.136***
Age of decision			
Age (median)	16.2 yrs	16.6 yrs	NS
Respondents recalled	57.9	93.6	-
Consultation for decision	54.5	52.5	NS
Firmness in decision	77.4[c]	74.0	NS

Figures in table are percentages of respective group size, unless otherwise specified.

*** $p < .001$ ** $p < .01$ * $p < .10$ NS Not significant

Notes: (a) For 1981 study, 'Others' here include only the Skilled, Semi-skilled, and Unskilled groups; the actual group size is 173. For 1968 study, 'Others' here include only the the Lower Middle and Working groups; the actual group size is 495. Percentages are based on these actual group sizes.

(b) Information not available.

(c) Includes respondents who indicatd that they would '<u>definitely</u>' or '<u>likely</u>' to choose teaching again.

English Medium Graduates

To enable a comparison between English Medium graduates in the two studies in terms of motives for teaching, 66 respondents of the 1981 study were randomly selected to form a group comparable in sex-ratio to that of the 1968 group. (Table 10) This might have resulted in the 1981 sample being less representative of the English Medium graduates of the present study as a whole, it should have reduced considerably any sex bias due to female preponderence and thus make the comparison more meaningful.

Of the five motives for which information was available for the 1968 group, only two have significant difference when comparisons were made. For the motive I had not alternative, the percentages are 46.4% for the 1968 group but only 10.6% for the 1981 group. For the motive Teaching offers long vacation, the percentages are 38.1% for the 1968 group and 19.7% for the 1981 group. It would then appear that the English Medium graduates of the present study were less influenced by financial or circumstantial reasons and fringe benefit.

Table 10: COMPARISONS ON MOTIVES FOR TEACHING BETWEEN ENGLISH MEDIUM GRADUATES IN THE TWO STUDIES

	Motive	1981 Study Dip Ed, English[a] N=66	1968 Study Dip Ed, English[b] N=84	X^2
1	Service to society	31.8	23.8	NS
3	Had no alternative	10.6	46.4	23.306**
6	An interesting job	27.3	20.2	NS
21	To further education	28.8	29.8	NS
25	Long vacation	19.7	38.1	5.957*

Figures in table are percentages unless otherwise specified.

** $p < .001$ * $p < .02$ NS Not significant

Notes: (a) There are 37 male and 29 female respondents in the 1981 group. The 29 female respondents were randomly selected from 173 respondents. This composite group has the same sex-ratio (56%:44%) as that of the 1968 group.

(b) There are 47 male and 37 female respondents in the 1968 group. The sex-ratio is 56%:44%.

English Medium Female Non-graduates

Information is available in the 1968 study for female respondents in the English Medium Cert Ed programme with regard to certain motives for teaching. This made possible comparisons with respondents in the Cert Ed PPLP of the present study.

Of the six motives, significant differences were found for three. (Table 11) While 31.7% of the 1981 group checked the motive Teaching offers me the opportunity to realize my potential abilities, only 8.8% of the 1968 group did so. The motive Teaching is a challenging job was endorsed by 46.1% of the 1981 group but only by 34.3% of the 1968 group. In the mean time, only 0.6% of the 1981 group chose teaching for the reasons I had financial difficulties whereas 12.0% of the 1968 group did so.

It would appear that female non-graduates in the English Medium of the present study were more likely to be influenced by motives having to do with self-actualization and the nature of teaching than financial reasons.

Table 11: COMPARISONS ON MOTIVES FOR TEACHING BETWEEN ENGLISH MEDIUM FEMALE NON-GRADUATES IN THE TWO STUDIES

	Motive	1981 Study Cert Ed, PPLP N=167	1968 Study Gen. Cert. N=501	X^2
1	Service to society	28.7	27.8	NS
6	An interesting job	22.2	24.6	NS
7	To realize potential	31.7	8.8	53.167**
10	A challenging job	46.1	34.3	7.429*
21	To further education	34.1	39.5	NS
29	Financial difficulty	0.6	12.0	19.538**

Figures in table are percentages unless otherwise specified.

** $p < .001$ * $p < .01$ NS Not Significant

English Medium Male Non-graduates

Information was available in the 1968 study for male respondents in the English Medium Cert Ed programme in respect of certain motives for teaching. This enabled comparisons with respondents in the Cert Ed General of the present study.

Of the six motives, significant differences were found for two. (Table 12) Teaching is an interesting job was checked by 39.1% of the 1981 group but by only 17.3% of the 1968 group. Meanwhile, only 6.5% of the 1981 group chose to teach because of the reason I had financial difficulties, 18.7% of the 1968 group chose to teach for the same reason.

It seems that the male non-graduates in the English Medium of the present study were more influenced by the nature of teaching but less by financial reasons.

Table 12: COMPARISONS ON MOTIVES FOR TEACHING BETWEEN ENGLISH MEDIUM MALE NON-GRADUATES IN THE TWO STUDIES

	Motives	1981 Study Cert Ed, General N=46	1968 Study Gen. Cert. N=214	X^2
1	Service to society	26.1	35.5	NS
6	An interesting job	39.1	17.3	9.558**
7	To realize potential	26.1	30.8	NS
10	A challenging job	28.3	21.0	NS
21	To further education	50.0	49.5	NS
29	Financial difficulty	6.5	18.7	3.228*

Figures in table are percentages unless otherwise specified.

** $p < .001$ * $p < .01$ NS Not significant

Female Respondents

Information pertaining to motives for teaching was available for female respondents of the 1968 study. These include those in the Cert Ed programmes for various language ~~medium~~ media and specializations together with those in the Dip Ed programmes in the English Medium and the Chinese Medium. There were 93.7% non-graduates and 6.7% graduates. For the purpose of comparison, some graduates in the two language media were randomly selected and then combined with the whole group of respondents in the Cert Ed PPLP to form a group, maintaining the graduate-non-graduate ratio of the 1968 group. For the 1981 group, Cert Ed PPLP represents the female non-graduates as there were no Cert Ed programme in Chinese and Malay; and, the group Cert Ed Tamil was rather small. The compositions of these two comparison groups are shown in Table 13.

Comparison on motives for teaching were made between the two groups, bearing in mind that they comprised almost entirely non-graduates; the inclusion of graduates in the 1981 group was mainly to off-set the probable effects of having a small proportion of graduates in the 1968 group, who could not possibly be excluded from the comparison due to the way the information was presented in the 1968 study. Comparisons were made for the 27 items common to the two studies. Results are shown in Table 14. (See also the Figure)

Altruistic Motives. The two groups differed with regard to two of the five motives in this category. While 41.9% of the 1981 group chose to teach for I like children, only 28.6% of the 1968 group did so. Meanwhile, only 12.3% of the 1981 group chose to teach for Teaching is a noble profession but 19.8% of the 1968 group did so.

Interpersonal Influence. The two groups differed on two of the three motives in this category. Of the 1981 group, only 2.2% checked I was influenced by my relatives and 1.7% checked I was influenced by my teacher's advice but the corresponding percentages for the 1968 groups were 9.4% and 12.1%.

Self-actualization. On four of the five motives in this category, the two groups differed significantly. While 31.8% of the 1981 group checked Teaching offers me the opportunity to realize my potential abilities and 27.4% checked I like to teach, the corresponding percentages for the 1968 group were only 13.5% and 18.3%. On the other hand, while 14.5% of the 1981 group chose to teach for Teaching suits my temperament, 21.6% of the 1968 group did so. Besides, 31.8% of the 1981 group checked the motives Teaching offers me the opportunity to further my education whereas 44.1% of the 1968 group did so.

Intrinsic Nature of Teaching. The two groups differed on two of the four motives in this category. The motive Teaching offers a variety of activities was checked by only 14.5% of the 1981 group but by 21.9% of the 1968 group. On the other hand, the motive I prefer to work with children rather than adults was checked by 28.5% of the 1981 group but only 17.1% of the 1968 group.

Financial, Circumstantial Reasons. On two of the five motives in this category, the two groups differed significantly. While only 6.7% of the 1981 group checked the motve I had no alternative, 16.9% of the 1968 group did so. Meanwhile, only 0.6% of the 1981 group chose to

teach for I had financial difficulties, but 12.5% of the 1968 group did so.

Fringe Benefits. Not significant differences have been observed in the five items in this category.

In brief, to the extent the female respondents, largely non-graduates, in the two studies were motivated to choose teaching as their career, those in the 1981 Study were more influenced by the liking for children and preference to work with children than adults. They also were more likely to see teaching as offering them opportunities to realize their potentials and just to teach. On the other hand, the female respondents in the 1968 Study were more influenced by seeing teaching as suiting their temperaments and offering them the opportunity for furthering their education. They were also more likely to see teaching as providing a variety of activities and also a noble profession. Meanwhile, the 1968 respondents were more influenced by their relatives and teachers as well as financial or circumstantial reasons.

Table 13: COMPOSITIONS OF 1981 AND 1968 FEMALE RESPONDENTS

	1981 Study[a]		1968 Study[b]	
	No.	%	No.	%
Non-graduates	167	93.3	955	93.3
Graduates	12	6.7	69	6.7
Total	179	100.0	1024	100.0

(a) Including Cert Ed (PPLP), Dip Ed (English) and Dip Ed (Chinese).

(b) Including General Cert, Cert Ed (Commercial), Cert Ed (Higher School Certificate) and Dip Ed (English) and Dip Ed (Chinese).

Table 14: COMPARISON ON MOTIVES FOR TEACHING BETWEEN FEMALE RESPONDENTS IN THE TWO STUDIES

	Motives	1981 Study (N=179)		1968 Study (N=1024)		x^2
		%	Rank	%	Rank	
Altrinstic motives						
1	Service to society	28.5	4.5	34.1	2	NS
11	Like children	41.9	1	28.6	3	12.667***
20	A noble profession	12.3	15	19.8	8	5.687*
28	Help develop younger generation	20.7	8.5	24.3	5	NS
30	Help solve teacher shortage	0.6	26	2.7	27	NS
Interpersonal influence						
2	Influenced by relatives	2.2	22.5	9.4	22	10.193***
5	Influenced by teachers	1.7	24	12.1	20	17.565***
22	Parental wish	12.3	15	13.4	17	NS
Self-actualization						
7	To realize potentials	31.8	2.5	13.5	16	37.844***
8	Like to teach	27.4	6	18.3	11	8.023
16	Suits Temperament	14.5	12.5	21.6	7	4.650*
21	To further education	31.8	2.5	44.1	1	9.439**
24	Fulfilling ambition	16.8	11	19.7	9	NS
Intrinstic nature of teaching						
6	An interesting job	23.5	7	24.7	4	NS
12	Variety of activities	14.5	12.5	21.9	6	5.000*
13	Prefer to work with children	28.5	4.5	17.1	13	12.983***
14	Learn more about children	18.4	10	13.7	15	NS
Financial, circumstantial reasons						
3	Had no alternatives	6.7	19	16.9	14	12.159***
17	Drifted into teaching	2.2	22.5	4.8	24	NS
18	Stop-gap	0.6	26	2.9	26	NS
27	Good salary	4.5	21	3.1	25	NS
29	Financial difficulty	0.6	26	12.5	19	22.695***
Fringe benefits						
4	Security	20.7	8.5	18.8	10	NS
15	Convenience after marriage	11.7	17.5	13.2	18	NS
19	Spare time for other activities	12.3	15	10.7	21	NS
25	Long vacation	11.7	17.5	17.3	12	NS
26	Short working hours	5.6	20	5.1	23	NS

Rho = 0.75, df 25, $p < .01$

*** $p < .001$ ** $p < .01$ * $p < .05$ NS Not significant

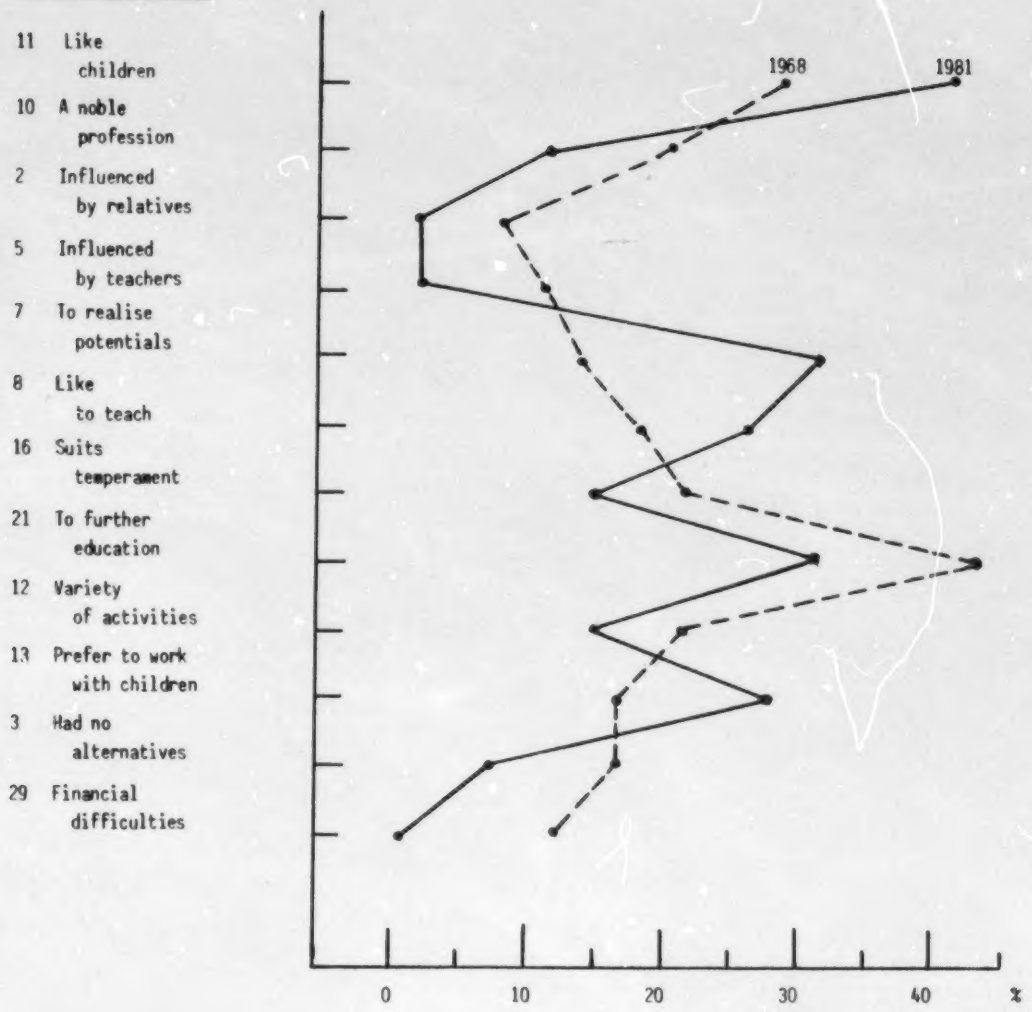

Figure: DIFFERENCES IN MOTIVES FOR TEACHING BETWEEN FEMALE RESPONDENTS IN THE 1981 AND 1968 STUDIES

5 DISCUSSION AND CONCLUSION

This study compared teacher-trainees in the recently introduced full-time programmes at the Institute with those in the part-time programmes of the late 1960's at the former Teachers' Training College with regard to backgrounds, antecedents, and motives for teaching. Information of some 500 full-time students enrolled in the 1980/81 academic year was collected through a questionnaire. Information of the part-time students of the late 1960's was gleaned from the report of an earlier survey (Lau et al., 1968). Notwithstanding the differences in the compositions of the two students populations and the methods used to analyse the data, certain differences of educational significance have been discerned. Main findings of this comparison will be summarized before a discussion on some of them.

Main Findings

For backgrounds and antecedents, when compared with the 1968 group, the following have been observed:

1 A greater proportion of the 1981 group of students came from families of professionals as well as of skilled, semi-skilled, and unskilled workers, but a smaller proportion from families of para-professionals.

2 A much greater proportion of the 1981 groups of students had before admission to the Institute experience in giving private tuition and relief teaching.

3 Male and female graduates in the two language media of the 1981 group of students recalled a younger age of decision to teach. The difference was about five years.

4 A smaller proportion of the female graduates in the two language media of the 1981 group of students sought guidance before making the decision to teach.

5 Male graduates in the English Medium of the 1981 group of students were more firm in their decision to teach.

6 A slightly smaller proportion of the female students (graduates and non-graduates) in the English Medium of the 1981 group came from families with a teacher.

Where motives for teaching were concerned, when compared with the 1968 group of students, the following have been observed:

1 Female students (graduates and non-graduates) in the two language medium of the 1981 group tended to be more influenced by positive motives such as Like children, To realize potential, Like to teach, and Prefer to work with children but less by negative reasons such as Had no alternatives and Financial difficulties. In the mean time, they tended to be less influenced by their relatives and teachers, gave less consideration to the suitability of their temperament and ability, the opportunity for further education, and the variety of activities in teaching. Less of these students chose to teach because they considered teaching to be a noble profession.

2 Of English Medium graduates (male and female), less chose to teach because they Had no alternatives or for Long vacation.

3 Of English Medium female non-graduates in the 1981 group of students, more chose to teach for the motives To realize potential and seeing teaching as A challenging job but less did so because of Financial difficulties.

4 Of English Medium male non-graduates in the 1981 group, more chose teaching for considering it An interesting job and less because of Financial difficulties.

Discussion

Female Preponderence The most conspicuous if not striking difference between the 1968 group and the 1981 group of students is the overwhelming female preponderence in the latter population. It has been a well-known fact that over the decade the number of male students in the Institute (and its predecesor, the former Teachers' Training College) has been on the decline. As for the student population studied here, the male-female ratio is slightly less than 1:5, while the ratio for the 1968 study is 1:1.

It is readily appreciated that where recruitment is concerned, teacher education has to compete all the time with a less favourable condition against other sectors, both private and public. A pessimistic view is that, when job opportunities in the other sectors are scarce, teacher education receive people who may not be coming with the right kind of motives - the unwilling teachers who may stay in the end for the wrong reasons or using teaching as a stop gap. On the other hand, when job openings in the other sectors are more available, some people who will make effective teachers may be absorbed into other jobs because of more favourable conditions offered there. The female preponderence maybe partly due to the perception of teaching as a traditionally female job but further accentuated by the needs of manpower in other sectors as a result of the rapid economic development of the nation over the last decade.

The long-term implications of this trend has been a source of concern to teacher educators and deserves attention. At present, the

teaching force still maintains a reasonable balance between the sexes. Should female preponderence continues, there will a time in the not so far future that the schools are manned (or rather 'womanned') largely by female teachers. One obvious problem then is the shortage of male teachers for the more rugged types of activities in Physical Education and extracurricular activities for boys, especially in the secondary schools and junior colleges.

Another problem which is less obvious and hence more subtle is the lack of male models for identification by boys, especially those of adolescent age. In psychodynamic terms, an adolescent boy needs effective male models whom he can emulate, even temporarily, and evaluate so as to eventually synthesize his own ego-identity. Although this can and actually often be done through other sources, such as the mass media and biographies as well as people in and around the family, there is no denial that the male teachers who are in regular contact with the adolescents have a vital role to play in influencing the development of the ego-identity and character.

Yet another problem is the probable ill-effect of the lack of male teachers on the learning of science and mathematics, subjects which are of vital importance to the developing economy and general well-being of the nation. Research carried out in the USA and UK during the two decades up to the 70's shows quite convincingly that science and mathematics to be essentially a male phenomenon, with the exception of biology. For some subtle sociological or cultural processes, achievement in the scientific fields has been associated with maleness or masculinity, so much so that the IEA international evaluation of achievement in mathematics attributes mathematics achievement at least partly to the proportion of

male mathematics teachers (incidently, both these variable were found to be highest in Japan).

On the positive side, the small number of male students may mean that those have come to teach are less likely to have been attracted for some reasons not congruent with the nature of teaching and education, such as good salary and short working hours. Some of them might have had disillusion with their previous jobs even. This suggests that those who chose to teach are more likely the willing teachers.

Social Origins of Teachers Teaching has always been seen as a typical middle class occupation and a means for social mobility for the educated young people with lower class background. In the present study, comparison made with the earlier study showed more young people with professional family background had come to teach. This is a trend similar to that reported by several researches in the United States in recent years. This change in the distribution of socioeconomic backgrounds should be of interest.

The association between cognitive ability and intellectuality, on the one hand, and socioeconomic background, on the other, has now become a commonplace in sociological and psychological literature. Moreover, it is reasonable to assume those coming from professional families would have more and 'better' job opportunities when compared with those from, say, middle and lower class backgrounds. These suggest that, if the trend continues, the teaching profession will be enhanced by the reinforcement of younger members who tend to be more intelligent, hold values more congruent with those propounded by education and have come to teach for more positive reasons (at least, not because of financial difficulties or having no alternatives).

In the mean time, teaching seems to continue as a means of social mobility for a sizeable proportion of young people who have chosen to teach. Teaching awards and bursaries might have attracted some bright yourg graduates into teaching via the financial assistance for university education. They may or may not have chosen teaching for a genuine interest in the work at the beginning, but the teaching awards and bursaries definitely provided the opportunity of self-actualization in becoming a graduate. Whether these young graduates will remain teachers

in the long run cannot be now foretold. But, should they be able to find job satisfaction in teaching, the probability of greater commitment to teaching on their part is then enhanced. It is then up to the schools and the system to provide conditions that will ensure job satisfaction so that they will willingly stay.

Teaching Experience Only a very small proportion of teacher-trainees of the 1968 reported as having the experience of relief teaching or private tuition. In the present study, much more have had such experiences. Seen from the viewpoint of career development, such experiences have allowed the students a period of exploration to test themselves out in a very real and practical way. Through such experiences, they would have found out for themselves whether they would like to commit themselves to teaching. This in a sense serves as a mechanism of self-selection as those who found teaching life difficult to adjust to would have been discouraged to some extent from entering the profession. Optimistically speaking, this means education is getting an increased number of willing teachers.

That a large proportion of the students in the present study gave private tuition before admission to the Institute reflects the desire of the parents to have their children do well in school work as well as the general well-being of the nation's economy. Although this study does not address the emergence of the prevailing 'tuition culture', several questions which are of research interest can be asked: What are the parents paying for when they engage private tutors for their children? Is it essentially the kind of assistance in school work which the children need but the parents are not capable to render? Is it the feeling of certainty and security of a psychological nature which assure the parents that the children are in good hands? Is it the time the parents need for themselves for other activities? Or, is it simply a case of keeping up with the Jones's? And, does this mean the parents are shirking from the responsibility of personally educating their children?

Are the parents and children not deprived of the opportunity of interaction which is very much a process of bring-up and growing-up? What would be the effects on the family as a social unit should the trend continue as a clear division of labour between parents and teachers (tutors)?

Age of Decision As compared with those of the earlier study, graduates in the present study recalled an earlier age of decision to teach; the difference is about five years. As the society has become more affluent and the parents financially more sufficient, one would expect a longer period of education for the young people. Yet, the difference in the recalled age of decision to teach seems to indicate that the students were more keen to come up and work. One way of seeing this tendency is that they were psychologically and socially more mature than their counterparts in the late 1960's and would like to take up responsibility at an earlier age. Another way of seeing this tendency is that they expected an earlier emancipation from the parents and wished to become independent and be 'counted' earlier. Of course, it is also possible that those who thought of teaching as a career at an younger age were more idealistic in their outlook and psychologically more committed to their aspiration to become teachers that they studied at the universities with subsequent teacher education in mind. Which of these is the most influencing factor? The question cannot be answered here but a study into the decision process of becoming a teacher certainly will enhance the understanding of the mind of young people to-day and the teachers of to-morrow.

Firmness in Decision A large turnover rate is detrimental to productivity and inconvenient to the management. This is true in the industry as well as in education, although the adverse effect in the latter case is understandably more difficult to detect. It is therefore all the more vital to have not only sufficient but also stable (regular) staff in a school. In this sense, the finding that male graduates in the English Medium of the present study were more firm in their decision to teach, as compared with those of the earlier study, should be of interest, in spite of the fact that they represented a minority in the student population of the Institute.

Their firmness in decision might have been contributed by their expectation being met through the period of teaching experience in school. That is to say, they might have come with a realistic expectation for teaching life and found it to be what they thought. The realistic expectation might have in its turn the result of extended experience in relief teaching and, perhaps, giving private tuition. As far as recruitment into education is concerned, such experiences did serve a good purpose in that they familiarized the young graduates who were looking for a career to become acquainted with the job and the kind of life that goes with it. This is in a way analoguous to a stint in a factory or a commercial firm for young school leavers. One problem where teaching is concerned is that should there be any damage due to inappropriate handling of materials, it is difficult to assess. However, one might optimistically hope that with the versatility and flexibility of the human brain and personality which manifest through the human educability, under the normal circumstances and within a resonable period of time, the damage (should there be any) will not be

long-lasting and fossilized. As the effects of relief teaching on pupils, beneficial or otherwise, have not be systematically studied, any further discussion at this juncture would be presumptuous.

Motives for Teaching The findings with regard to motives for teaching are rather encouraging. First of all, when compared with the 1968 group of students, the 1981 group was less influenced by considerations which have obvious self-interest such as having financial difficulties, having no alternative, long vacation, or even taking teacher education as a substitute for further education. Secondly, the 1981 group was more attracted by the nature of teaching - seeing it as a challenging and interesting job with the opportunity to work with childre, though not for the variety of activities in teaching.

Thirdly, the 1981 group saw teaching as a way of realizing their potential abilities, actualizing their ambition to become teachers and coming into close contact with children, though they gave less consideration to the match between their own temperament and the job of teaching. Among the findings, the only regrettable one, perhaps, is that less of these students entered teaching because they considered it to be a noble profession. Meanwhile, interpersonal influences of relatives and teachers had less impact on them than their 1968 counterparts.

In short, the comparison showed the 1981 group of students when choosing teaching as a career were more interested in self-actualization, the intrinsic nature of teaching and the children they were going to teach rather than in easing financial or circumstantial pressure or such fringe benefit as long vacation. Such as picture of the 1981 group may look too rosy to be true and skeptics may wonder whether the students were truthful in their answers. However, as the questionnaire was administered towards the end of their training programme and not before they were admitted into the Institute, there was no need for faking good by endorsing the positive motives for teaching.

It may then be concluded that this new generation of teachers have come to teach with motives which are more congruent with the nature of education and more psychologically healthy, despite an element of self-centeredness. This means that the teaching force is reinforced with a team of willing teachers who will like their work and the pupils they will work with. If they can find satisfaction in the reality of the schools after completing their training programmes and have their needs for self-actualization and to be with children gratified, they will make happy teachers, and this, it is hoped, will increase the probability of their becoming effective teachers, as people will normally strive to be competent in what they enjoy doing.

Conclusion

With the necessary caution against being unduly optimistic, it may be reasonable to expect the quality of the teaching force to gradually improve if the tendencies found in this comparative study continue to be found in the future, considering the students' background, pre-training experience, and the motives with which they have come to teach. Although the relationships as found between social and economic changes, on the one hand, and the changes in the characteristics of the students on the other may be correlational more than causal, one can forsee schools getting more and more positively motivated, intelligent, and satisfied teacher.

Initial training by definition denotes the beginning of a life-long career in teaching. From a developmental viewpoint, the young teachers will have to adjust and readjust to the changing reality of the schools. It will therefore be of benefit to undertake studies to follow up new teachers in order to identify factors related to their teaching effectiveness, perception of and satisfaction with teaching life, and mechanisms and problems of adjustment as they mature. Such factors could then be traced for their antecedents, if any, found in the training and even pre-training conditions. The time span for such an attempt may look too long to be of practical value, the results should however be able to enhance the understanding of the professinal and personal developmental needs of the teachers to whom the future of the nation and the younger generation has been entrusted.

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APPENDIX: THE QUESTIONNAIRE

INSTITUTE OF EDUCATION, SINGAPORE

****

Study of Motives for Teaching

****

There is no need for you to give your name, but please answer the questions truthfully and carefully. Your co-operation is greatly appreciated.

SECTION A BACKGROUND INFORMATION

1 Course at Institute of Education

A ( ) Diploma in Education (English)

B ( ) Diploma in Education (Chinese)

C ( ) Certificate in Education (2-year Course, General)

D ( ) Certificate in Education (2-year Course, PPLP)

2 Sex

A ( ) Male

B ( ) Female

3 Race

A ( ) Chinese

B ( ) Malay

C ( ) Indian

D ( ) Eurasian and others

4 Age (as on 1 January 81)

_____ years _____ months

5 Highest academic qualification

A ( ) M A

B ( ) M Sc

C ( ) B A (Hons)

D ( ) B Sc (Hons)

E ( ) B A (Pass)

F ( ) B Sc (Pass)

G ( ) A-Level, Arts

H ( ) A-Level, Science

I ( ) Others (specify) _____

6 Father's occupation

A ( ) Professional and managerial (eg doctor, engineer, manager)

B ( ) Paraprofessional and executive (eg teacher, administrative assistant)

C ( ) Technical, skilled, service (eg electrician, foreman)

D ( ) Clerical, semi-skilled (eg typist, mechanic)

E ( ) Unskilled, labour

F ( ) Others (specify) _____

NOTE: If retired, unemployed, or deceased enter his last occupation.

7 Mother's occupation

A ( ) Professional and managerial

B ( ) Paraprofessional

C ( ) Technical, skilled, service

D ( ) Clerical, semi-skilled

E ( ) Unskilled, labour

F ( ) Others (specify) _____

NOTE: I retired, unemployed, or deceased enter her last occupation.

8 Besides yourself, who else in your family are teachers (including university and college lecturers)?

A ( ) Grandfather

B ( ) Grandmother

C ( ) Father

D ( ) Mother

E ( ) Brother (if more than one, please indicate number:____)

F ( ) Sister (if more than one, please indicate number:____)

9 Before admission to IE, did you have any teaching experience? For how long?

A ( ) Private tuition : _____ years _____ months

B ( ) Relief teaching : _____ years _____ months

C ( ) Others (specify): _____ years _____ months

10 As long as you can recall, at what age did you decide to become a teacher?

A ( ) At the age of _____

B ( ) I cannot recall.

11 Did you consult anyone for guidance or seek further information about teaching before you made up your mind? If you did, from whom or what source?

A ( ) Yes. Person or source _____

B ( ) No

12 Can you recall any experience, incident or occasion which <u>first</u> turned your thought to teaching? If so, plese describe.

A ( ) Yes. _____

_____

B ( ) No

13 Can you recall any experience, incident or occasion which made you decide to take up teaching? If so, please describe.

A ( ) Yes. _____

_____

B ( ) No

14 If you were given a second chance, would you still choose teaching as your career? Why?

A ( ) Yes, I definitely will choose teaching again.

B ( ) Yes, I am likely to choose teaching again.

C ( ) I am not sure.

D ( ) No, I am likely to choose another occupation.

E ( ) No, I definitely will choose another occupation.

Reasons: _____

_____

If you choose another occupation, what would you like to be? Why?

Occupation: _____

Reasons: _____

15 Having had the experience of teaching practice in school, do you find teaching life matching the expectation you had before admission to IE?

A ( ) Very much as I expected.

B ( ) Largely as I expected.

C ( ) Largely different from my expectation.

D ( ) Very much different from my expectation.

E ( ) I did not hold any expectation at all before admission to IE.

16 If your answer to the above question is C or D, describe briefly in what way your experience and expectation do not match.

My expectation	My experience
_____	_____
_____	_____
_____	_____
_____	_____

17 Do you think you will be able to get satisfaction from teaching life in the future? What could be the source of satisfaction or dissatisfaction?

A ( ) I will be able to find satisfaction.

B ( ) I am not sure.

C ( ) I do not think I can find satisfaction.

Possible source of satisfaction: _____

_____

_____

Possible source of dissatisfaction: _____

_____

_____

SECTION B MOTIVES FOR TEACHING

Read the following list of motives for teaching and put a tick against those items which motivated or influenced you to choose teaching as your career. The maximum number of motives to be selectd is FIVE.

1 ( ) Teaching offers me an opportunity to render service to society.

2 ( ) I was influenced by my relatives.

3 ( ) I had no alternative.

4 ( ) Teaching offers security.

5 ( ) I was influenced by my teacher's advice.

6 ( ) Teaching is interesting.

7 ( ) Teaching offers me opportunity to realize my potential abilities.

8 ( ) I like to teach.

9 ( ) I was influenced by my friends.

10 ( ) Teaching is a challenging job.

11 ( ) I like children.

12 ( ) Teaching offers a variety of activities.

13 ( ) I prefer to work with children rather than adults.

14 ( ) I can learn more about children.

15 ( ) Teaching will be a convenient job for me after marriage.

16 ( ) Teaching suits my temperament.

17 ( ) I drifted into teaching.

18 ( ) Teaching serves as a stop-gap for me.

19 ( ) Teaching gives me spare time to pursue other activities.

20 ( ) Teaching is a noble profession.

21 ( ) Teaching offers me the opportunity to further my education.

22 ( ) I was influenced by my parents' wish.

23 ( ) I admired my teacher and like to become one myself.

24 ( ) Teaching fulfils my ambition.

25 ( ) Teaching offers long vacation.

26 ( ) Teaching involves short working hours.

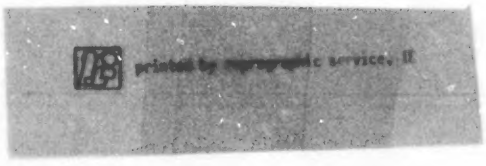
27 ( ) Teaching offers a good salary.

28 ( ) I help develop and educate the younger generation.

29 ( ) I had financial difficulties.

30 ( ) I felt I could help solve the shortage of teachers.

If necessary, add any other motives not in the list:



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